



School Leader Update

Iowa Department of Education

May 2006

Resources for Iowa School Leaders

NEWS FROM THE DE

FROM THE DIRECTOR'S DESK:

A recent series of articles by the Associated Press implied that states are not counting test scores of minority students; these articles have the potential to create some confusion, particularly among members of Congress. To help clarify how students are tested and reported in Iowa, I sent the following information about Iowa testing and accountability in a memo to our Congressional delegation.

- Schools are required to test at least 95% of their students, and every school must report the participation rate for each group of students. All student subgroups in Iowa reported at least a 97% participation rate in 2004-05, except for English Language Learners in 11th grade taking the reading test, who reported a 94.4% participation rate.
- Students who have attended a given school for less than one academic year must be tested, and their scores are provided to them, their families, their school, district and state officials; but they are not included in the scores reported to federal officials.
- **All** student scores - including those in subgroups with fewer than 10 students - **are included** in the "all student" achievement results that **are reported** to state and federal officials.
- The scores of subgroups with fewer than 10 students are not publicly reported in order to protect student privacy according to FERPA. However, these students **are tested**, and their scores are provided to them, their families, and their schools to assist with improvement efforts.
- To ensure that our NCLB results are statistically reliable, any group - regardless of demographics - must have at least 30 students in order to be included in the NCLB formula that determines adequate yearly progress. But, to repeat: All subgroups with less than 10 students are reported (though not included in the NCLB formula), and all students are tested.

In addition, be assured that Iowa has a number of support services in place to assist students who are struggling, regardless of whether a student's school is labeled as a "school in need of assistance." These support services and interventions include Reading First, Every Child Reads, Second Chance Reading, Every Student Counts, and numerous professional development opportunities to help teachers differentiate their instruction to meet individual student needs. Because the Iowa education system operates on a continuous improvement model, these interventions are provided to students in all grades, not merely those 4th and 8th graders whose scores are included in the NCLB formula.

New Student Board Member Appointed by Governor

John Jessen, a junior at Des Moines Roosevelt High School, has been appointed by Governor Vilsack to serve as student member of the State Board of Education from May 1, 2006 through April 30, 2007. John replaces Tara Richards, who is graduating from Indianola High School. His appointment is exempt from Senate approval. The Board's two other new members – Jackie Dout from Pella and Brian Gentry from Des Moines – already have been approved by the Senate.

DE to Launch New Website

Better navigation to help visitors find information more quickly is the primary goal of the new DE website, set to launch this summer after July 1. Informational ICN sessions will be scheduled to explain the updates and provide tips for navigation.

LEGISLATIVE UPDATE

The contact for all Legislative items is Jeff Berger, jeff.berger@iowa.gov; 515/281-3399.

Legislative progress nearly complete

At this writing, the legislative process is nearing completion with only the major bills – Education Appropriations, Standing Appropriations, and the "Education Compromise" bill – left to finalize. In the June SLU, the Department will publish a summary of all legislative action related to education issues.

Please note that the Department will need several weeks to analyze all final legislation to determine what specific actions are required by the state or local districts. Detailed guidance and technical assistance related to specific bill action will be forthcoming throughout the summer and early fall.

The final legislation as well as unsuccessful bills are included in the DE's legislative website at <https://www.edinfo.state.ia.us/web/legisupdate.asp>.

SCHOOL IMPROVEMENT

State Board to Vote on Model Core Curriculum

The state's [model core curriculum](#) for math, science, and literacy – researched and developed as a result of a 2005 legislative mandate – will be presented to the State Board for approval at its May 11 meeting.

The DE convened a Project Lead Team last fall to develop the model, with separate work teams assigned to each content area. The goal for the project is to ensure that all Iowa students have access to a rigorous and relevant curriculum to prepare them for success in post-secondary education and the emerging global economy, and to provide a tool for Iowa educators to use to assure that essential subject matter is being taught and essential knowledge and skills are being learned.

After the model receives State Board approval, it will be distributed to districts and posted on the DE website. Implementation of the model core is voluntary for districts, though all districts should continue to review their curriculum to ensure it is challenging, relevant and prepares students success beyond high school.

For additional information, contact Rita Martens, 515/281-3145, rita.martens@iowa.gov.

Planning Tools for 8th Graders Required

Beginning in the Fall of 2006, each district must help their 8th graders develop a core curriculum plan that will guide the student toward successfully completing a core curriculum before graduating from high school. Many districts already are providing planning tools, including the [Iowa Choices](#) career and education planning tools provided free to all districts by the Iowa College Student Aid Commission.

The DE will post related recommendations and tools on its website during the summer, and will offer informational sessions via ICN in the fall. For additional information, contact Barb Guy, 515/281-5265, barbara.guy@iowa.gov.

Kindergarten Student Assessments Due October 1

Under IAC 279.60, public school districts are required to assess every kindergarten student prior to October 1 of each school year. Districts are also asked to report which students attended preschool prior to entering kindergarten. The information is to be reported to the Department in EASIER by January 1 of each year. Approved assessments include Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Phonological Awareness Test (PAT), Basic Reading Inventory, Early Literacy Assessments, eighth edition, or above, and Yopp-Singer Test of Phoneme Segmentation.

For further information please contact Penny Milburn at penny.milburn@iowa.gov.

ICN Update on Comprehensive School Improvement Plan

ICN session explaining updates to the Comprehensive School Improvement Plan (CSIP) will be Wednesday May 24, from 10:00-11:00 a.m. See the attachment for ICN site locations. To request that another site be added, please contact Annette Mathieu at 515/281-3170.

Information provided in the ICN session will be the same information provided at the Winter Institute (see <http://www.state.ia.us/educate/ecese/tgt/wi/index.html>), and in an email to superintendents.

Questions? Please contact Elizabeth Calhoun, 515/281-8170, Elizabeth.Calhoun@iowa.gov.

QUALITY TEACHING

Skill Building Opportunities & Resources for Highly Qualified Teacher Legislation

- **Administrators' Retreat, Tuesday, July 18, 2006:** School district administrators are invited to a one-day retreat where they will have the opportunity to engage in problem-solving sessions on how to meet the highly qualified teacher requirements through co-teaching. The retreat will be led by national co-teaching expert Marilyn Friend and will focus on such areas as staff development needs, scheduling issues, planning time, and other related administrative issues. Registration materials will be disseminated in June. The retreat will be at Graham Center, Central College in Pella, and will be limited to the first 300 registrations.
- **HQT State Conference, Thursday and Friday, November 16 and 17, 2006:** *Skill Building for Iowa's Collaborative Service Model for Teachers: Meeting Highly Qualified Teacher Legislation.* A state conference open to teachers, administrators, AEA staff, and higher education faculty will provide introductory skill building in Iowa's consultative and co-teaching models. The conference will build on the skills that were introduced to AEA staff in train-the-trainer spring workshops. Registration will be limited to teams of general educators and special educators. Administrators are encouraged to attend with their district, AEA, or college faculty teams. The first day of the conference will focus on skill-building for Iowa's consultative model, and the second day will feature skill building opportunities in co-teaching led by national co-teaching expert Marilyn Friend. Registration materials will be disseminated in August.
- **Iowa Collaborative Conversations DVD Available:** *Collaborative Conversations with Iowa Administrators and Teachers*, a DVD produced this spring to assist schools new to collaborative teaching, is now available through AEAs or the Iowa Department of Education. The DVD features administrators and teachers from seven Iowa school districts who have been implementing collaborative and/or consultative teaching among general and special teachers for several years. Schools featured include urban, rural, high school, middle school, and a 7-12 facility. The 80-minute DVD focuses on administrative and implementation issues and is organized around such topics as descriptions of collaborative models, student benefits, scheduling, planning time, and other related issues. For a copy of the DVD, contact your AEA or Norma Lynch, Iowa Department of Education, norma.lynch@iowa.gov.

To obtain a document that provides answers to frequently asked questions about NCLB and IDEA 2004 highly qualified teacher legislation, please contact Norma Lynch at 515-281-6038 or at norma.lynch@iowa.gov.

Summer Seminars for Educators of English Language Learners

Three "Our Kids" seminars for educators of English Language Learners will be August 7-11, 2006, at Iowa State University in Ames. Details about each seminar are presented in the "Our Kids" documents at <http://www.iowa.gov/educate/ecese/is/ell/documents.html>.

The seminars are Enhancing Math and Science Education for Iowa's English Language Learners; More English Language Learners Are Joining Your Class - Are You Ready?; and Guiding the Implementation of Dual Language Programs in Iowa's Schools.

Questions about the seminars should be directed to Karen Nichols, Our Kids Program Facilitator, karenenichols@gmail.com 319/339-8976 (phone) or 440/809-1485 (fax) or to carmen.sosa@iowa.gov.

Iowa Evaluator Approval Training

The DE has proposed as part of the Teacher Quality legislation that the evaluator approval *renewal training* be offered by the Department of Education beginning in fall 2007. This training will apply to the renewal of the evaluator's license.

The renewal training will result in each participant earning two (2) staff development credits. SAI will continue to be a partner in this project, and they will provide two staff development credits upon the successful completion of the training.

To renew both the new evaluator's license and an administrative endorsement still requires four (4) credits. As a result, any person wanting to renew both the evaluator's license and their administrative endorsement will have to obtain two (2) credits from the renewal training *and* two (2) additional credits from other sources by the time the current license expires. The additional credits can be a combination of AEA licensure renewal credits and/or university credits.

Administrators with current evaluator's license/administrative endorsement should review the expiration date. It may be useful to plan back from the date in order to know how much time is available to acquire the two (2) evaluator renewal training credits (beginning Fall 2007) and the two (2) other credits needed, in order to be prepared to apply for a renewal of the new evaluator's license/administrative endorsement on time.

The two (2) credits of evaluator approval renewal training in combination with two (2) other licensure renewal and/or graduate credits will allow for the renewal of the evaluator's license and an administrative endorsement.

When the training begins, priority will again be given to those people who have current and direct responsibility for evaluating licensed personnel, including teachers with initial licenses, career teachers, and coaches, and will be based on the date of expiration of administrators evaluating current evaluator's license.

An update will be provided once legislative decisions are final. Please direct questions to Warren Weber, warren.weber@iowa.gov.

Superintendent's Evaluator License

Currently the Department of Education, School Administrators of Iowa, and the Iowa Wallace Grant are collaborating to design a separate evaluator training for superintendents. The focus of that training will be on the superintendents' use of the Iowa Leadership Standards in the context of their responsibility in the evaluation of principals.

In June, superintendents will be invited to provide input on the major concepts and skill sets to be included in the training, along with possible formats for the training. The directions on how to provide this input will be included in the June edition of the School Leader Update and the June edition of SAI's Leadership Link.

This input along with the input provided by an existing advisory group of superintendents will be used to continue the design work on the training.

Please contact Warren K. Weber warren.weber@iowa.gov or Troyce Fisher troyce@sai-iowa.org with any questions.

Considering Summative Outcomes of Professional Development

During the 2003-04 school year, the Iowa Department of Education developed case study reports describing six schools/districts in Iowa that are demonstrating success in implementing the Iowa Professional Development Model. The case studies include three rural K-12 districts (each including one elementary, one middle, and one high school), the middle schools of a large urban district, an urban high school, a suburban elementary school and a suburban middle school. A second visit was made to each location in the 2003-2004 school year, and in 2005-2006 follow-up phone interviews were conducted with the principals of each school.

Summaries of the follow-up visits and phone interviews have been added to the original case study report on the DE web page at http://www.state.ia.us/educate/ecese/tqt/tc/pdmtm/state_casestudies.html. The summary reports showcase how these districts/buildings have sustained their professional development and describe summative outcomes that show gains in student achievement.

This is the time of year for school districts to be organizing data to make summative decisions to determine the effectiveness of professional development as judged by student learning outcomes. Determination of the efficacy of a professional development program is based on two factors: whether the content was implemented as planned and whether students acquired the desired knowledge/skills/behaviors. This judgment is based on both formative and summative evaluation data. The quality of the evaluation is contingent upon having clearly stated goals that target improvement in student performance. A professional development program is successful when it achieves its student learning goals.

While ongoing data collection (formative evaluation) entails frequent measurement of targeted outcomes and guides training decisions and program adjustments, program (summative) evaluation addresses the question “Does this intervention work?” Measures of program effectiveness generally occur at greater intervals — perhaps yearly — or on whatever schedule the district/school has established for taking stock of its progress toward student achievement goals. Regardless of how the program is evaluated, these data are used in the school’s decision-making. The professional development leadership team and school administrators should facilitate discussion to determine the status of the initiative and plan the next steps:

- Continue the initiative as is;
- Continue the initiative with changes;
- Consider the initiative complete and begin decision-making process to select another professional development target.

For additional information, contact Deb Hansen, 515/281-6131, deb.hansen@iowa.gov.

LEGAL LESSONS

The contact for all Legal Lessons items is Carol Greta, carol.greta@iowa.gov; 515/281-8661.

Bus Driver Physicals

Effective July 26, bus drivers no longer are required to have a TB test as part of their physical exams. As with any other school employee, however, a TB test may be required if there is reasonable cause to believe that the employee has been exposed to or carries the bacteria. Contact your local public health department or the Iowa Department of Public Health Tuberculosis Control specialist, whose phone number is 515/281-8636, if you have questions about a specific employee or a known incident of TB in your area of the state.

Update on Athletic Eligibility Rule

The Legislature’s Administrative Rules Review Committee reviewed the changes to 36.15(2) – athletic eligibility – again at its April 10 meeting. The Committee took no action, which means that the rule changes become effective July 1, 2006, barring some last-minute action by the Legislature as a whole. [As of this writing, the Legislature has not adjourned.]

Remember that there is a 36.15 guidance document on the Department’s web site.

Other Changes to School Transportation Rules, Chapter 43

The change to the TB test requirement is one of several substantive changes being made to Chapter 43, Pupil Transportation. The other major changes are as follows:

1. Presently, the Department requires “a daily pre-trip” inspection of each school bus. The proposed rule change will add a pre-trip and a post-trip inspection before and after each trip made by a school bus.
2. Nearly all school buses have two-way communication capability. A new proposed rule will require two-way communication. This can be as simple as making sure that all bus drivers have a cell phone with them. The purpose is simply to make sure that a bus driver has means by which to communicate with the school’s transportation base of operations.
3. In accordance with federal regulations, each student is to have a minimum of 13-inches of allowable seating; adults are to be seated no more than two to a 39-inch seat. Standees, students or adults, are prohibited in all situations.

All changes to Chapter 43 rules will be effective July 26, 2006.

Student Search and Seizure Law

Iowa Code chapter 808A is the Iowa Student Search Law. Not every state has such a law. It places significant restrictions on the search of a student by a school employee.

Basic Rule

It is unlawful in Iowa for a public or nonpublic school official (defined as a licensed employee and unlicensed employees “employed for security or supervision purposes”) to conduct a random, suspicionless search of any student or group of students. Yes, the U.S. Supreme Court has upheld the searching of students who were drug tested (which is a search) for no other reason than they participated in extracurricular activities. But those rulings – *Vernonia School Dist. 47J v. Acton* and *Board of Education of Independent School District No. 92 of Pottawatomie County v. Earls* – are permissive, not mandatory. More importantly, they permit this limited type of suspicionless search only where state law does not prohibit it. **Chapter 808A prohibits all suspicionless searches.**

So, what is allowed?

Schools may still search a student if *both* of the following are true:

1. The school official has reasonable grounds to believe that the search will produce evidence of a violation of a school policy or other law. No fishing expeditions allowed. Before a search is conducted, a school official must be able to state what “fruit” s/he believes the search will yield, and why the student to be searched is targeted.
2. After the determination has been made that reasonable grounds exist to conduct a search, the manner of conducting the search must be reasonably related to the objectives of the search. This, in turn, is based on factors that include, but are not limited to, the age of the student, the gender of the student, the nature of the suspected violation.

Absolute Prohibitions

Under NO circumstances may any of the following occur:

- A strip search of a student by a school official
- A body cavity search of a student by a school official
- The use of a drug sniffing dog or other animal to search a student’s body
- The search of any student by a school official of a different gender from the student

Protected student area, lockers, student vehicles

Chapter 808A defines “protected student area” as a student’s body, the clothing *worn or carried* by a student, the student’s “pocketbook, briefcase, duffel bag, bookbag, backpack, knapsack, or any other container” that holds personal belongings and is in the “possession or immediate proximity of the student.” The protected student area is to be treated the same as the student’s person. A school official may not conduct a search of a protected student area that does not meet the basic rule.

The rule about locker and desk searches is not straightforward. While chapter 808A states that students have no expectation of privacy with respect to lockers and desks, the Iowa Supreme Court has stated to the contrary. In a case from Muscatine High School (*State v. Jones*, 666 N.W.2d 142), the Court stated that a student’s locker is like a student’s purse (which is protected) in that the locker “presents a similar island of privacy in an otherwise public school.” Therefore, the Court concluded, students do have a “measure of privacy” in the contents of their lockers. Note that the Iowa Supreme Court upheld the search at Muscatine H.S. (which yielded marijuana from student Jones’ locker). But this appears to be true only because the District announced the “locker cleanout” (an annual event occurring prior to the winter break) several days in advance and urged that students be present for the search of their lockers. **There is a genuine issue whether a search of all lockers or desks without prior notice would withstand scrutiny in court. School officials are strongly advised to discuss this with their school’s attorneys before embarking upon such a search.**

Vehicles driven by students and parked in school-provided parking lots are not addressed in chapter 808A. Vehicles are neither included in the definition of protected student area nor discussed as an exception to the student search rule. The courts in Iowa have consistently held that the interior of one’s vehicle is a place where one has a legitimate expectation of privacy. Iowa courts have also held that a dog sniff of the exterior of a vehicle is not a search. **Before sending the drug dogs into the school parking lot on a fishing expedition, consult your school attorney.**

Dos and Don’ts

(The following examples are created from fiction. The most likely outcomes herein are NOT legal advice to the SLU reader.)

MOST LIKELY OK	MOST LIKELY NOT OK
<p>A. Susie is seen engaging in furtive behavior in the school parking lot consistent with selling drugs and has been known to “supply” her peers with drugs in the past. In this case, school officials most likely have reasonable grounds to search the protected student area.</p>	<p>A. Community concern about teenage and adolescent illegal drug usage is heightened following the drug-induced suicide of a local youth. This does not present reasonable grounds to conduct a search for drugs. Whether school officials could pre-announce a locker and/or desk search and then conduct the same should be discussed with the school’s attorney.</p>
<p>B. Students report that Steve is selling drugs from his locker. If school officials believe these reports are credible, they may bring in a drug dog to see if it alerts on Steve’s locker.</p> <p>Steve could also be asked to empty his pockets, and a male school official could do a pat down of Steve’s person.</p>	<p>B. Students report that Steve is selling drugs from his locker. If school officials believe these reports are credible, they may bring in a drug dog to see if it alerts on Steve’s locker, BUT NOT to sniff Steve’s person or his protected student area.</p> <p>Steve could also be asked to empty his pockets, and a male school official could do a pat down of Steve’s person.</p>
<p>C. The students are gathered in the school auditorium for a school assembly, the subject of which are local drug enforcement agents who have brought in their drug dog. On his way to the auditorium, the dog alerts on a student locker. School officials open the locker and find marijuana. (The dog and his handler were walking the most direct route from the entrance of the school to the auditorium; they just happened to go by this particular locker.)</p> <p>Under the above circumstances, the alert by the dog (unless the dog had a history of false alerts) probably gives school officials reasonable grounds to search the locker.</p>	<p>C. Same students are gathered in the school auditorium for a school assembly to be presented by local drug enforcement agents and their drug dog. School officials ask that the dog be led to the auditorium via the girls’ locker room for no other reason than to “see if the dog finds anything.”</p> <p>With this added twist, if the dog does alert on a locker in the girls’ locker room, any subsequent search may be tainted because there was no articulable probable cause to have the dog sniff a specified locker.</p>
<p>D. A student reports that \$5.00 was stolen from her gym locker during P.E. and that two other girls – Julie and Patty – were alone in the locker room during the time the money went missing.</p> <p>While there are reasonable grounds to search Julie and Patty, remember that any search must be reasonable in scope and must be reasonably related to the purpose of the search. Here, with the allegation of \$5.00 missing, the scope of any search is most reasonably limited to asking Julie and Patty to empty their pockets.</p>	<p>D. A teacher reports that \$50.00 was stolen from his desk but he has no idea when the theft occurred. His room is unlocked when he is not in the room, and he has no reasonable suspicion that any specific student committed the theft.</p> <p>There are no reasonable grounds to order all students in the building to empty their pockets. There are certainly no reasonable grounds to pat down any student.</p>

<p>E. The school's teacher librarian reports that a large atlas is missing from the media center. The atlas is too large to be concealed on a person. The teacher librarian reports that Robbie has been expressing interest in the atlas in recent days and was seen in the area where the atlas was last seen.</p> <p>There are reasonable grounds to search Robbie's locker and his backpack, but – given the size of the atlas – NOT his person. Pursuant to chapter 808A, Robbie should be informed of the search “either prior to or as soon as is reasonably practicable after the search is conducted.”</p>	<p>E. A soccer goalpost comes up missing. It's too large to be concealed on a person, in a backpack, in a desk, in a locker, or even in a car. Clearly, such an object cannot justify a search of a protected student area or a desk or locker.</p> <p>[Assuming it would fit in a pickup bed, school officials could walk through the school's parking lot because such an object would be in “plain view” (i.e., not require a search of a vehicle's interior).]</p>
<p>F. Jimmy shows signs of drug usage...slipping grades, losing weight, irritability. One of his teachers brings him to the office because he is presently acting “high” in class and the teacher knows that the school recently bought a urinalysis kit.</p> <p>While a trained male school official could use the UA kit because reasonable grounds exist to believe that Jimmy is under the influence of alcohol or drugs, the school official should proceed with extreme caution. Chain of custody issues, other procedural issues, and issues of test reliability abound. If Jimmy is medically in distress, call 911 and have the medical experts conduct any testing (as well as treat the young man). If he is not in distress, think about calling law enforcement.</p>	<p>F. Scott is usually an A/B student, but lately his grades have slipped and he has been snappish with peers and staff. Based on those generalities and nothing more, one of Scott's teachers brings him to the office and requests that a urinalysis be performed.</p> <p>It's not likely that there are reasonable grounds to search Scott, but it would be wise to have a counselor visit with him.</p>
<p>G. School officials discover empty beer cans under the student section of the football stadium after the first couple of home football games. In addition, there have been reliable reports of underage drinking occurring in the student section during the games. The school buys a breathalyzer and plans to test only those students who have been observed drinking or of whom there are other reasonable and articulable grounds to believe have been drinking (smell of beer/unsteady gait/slurred speech). This is permissible, but the same reliability and procedural concerns exist as with any drug/alcohol testing. Why not let the experts (law enforcement) handle the testing?</p>	<p>G. School officials discover empty beer cans under the student section of the football stadium after the first couple of home football games. In addition, there have been reliable reports of underage drinking occurring in the student section during the games. The school buys a breathalyzer and plans to test each student as s/he files out of the stadium.</p> <p>This “dragnet” approach is not permitted. Only those students of whom there are reasonable and articulable grounds to believe have been drinking may be subjected to the breathalyzer, which is a “search.”</p>

Special Education District Court Ruling in Iowa

The United States District Court for the Northern district of Iowa affirmed an Administrative Law Judge (ALJ) decision that neither he nor the Iowa Department of Education has jurisdiction over Medicaid issues under the Individuals with Disabilities Education Act (IDEA).

The plaintiffs had argued that a 16-year-old boy placed in a private intermediate care facility for the mentally retarded (ICFY/MR residential group home) under Medicaid provisions was entitled to the same due process procedures and hearing rights as students with disabilities have under the IDEA.

The plaintiffs argued that the boy was provided a “treatment plan” with certain “life skills” training while he was placed under Medicaid Law in an intermediate care facility. They argued that the educational components of the treatment plan amounted to special education and related services to a child with a disability as is received under the IDEA.

The issue presented was whether education-like components of a “treatment plan” under the Medicaid statutes amounted to IDEA jurisdiction of the Iowa Department of Education. IDEA provisions expressly provide that each educational program for children with disabilities administered within the state, including those administered by any other state agency, is under the general supervision of the state department of education (34 C.F.R. § 300.600, 2004).

The issue had arisen when the ICF/MR became unable to satisfactorily control the boy’s behavior and the ICF/MR attempted to terminate its services to him under the Medicaid law. The plaintiffs argued that the ICF/MR could not terminate services to the boy without providing his parents their rights afforded under the IDEA.

The earlier ALJ ruling said that even though education-like provisions in the boy’s treatment plan under Medicaid were similar to some components that might be found in an individualized education program under the IDEA, Medicaid and IDEA are separate federal programs with separate procedures, processes and responsibilities. He ruled in June 2004 that neither the Iowa Department of Education nor he had jurisdiction over a treatment plan created under Medicaid Laws.

In affirming the ALJ’s ruling, Judge Edward J. McManus ruled that Medicaid statutes are separate and distinct from the IDEA and the ALJ properly concluded that neither the Iowa Department of Education nor the ALJ had jurisdiction over a parental challenge to a Medicaid treatment plan. The matter was remanded back to the ALJ for determination of remaining issues.

Question? Contact Dee Ann Wilson, deeann.wilson@iowa.gov; 515/281-5766.

DATA MANAGEMENT

ICN Broadcasts Scheduled to Provide AYP Reporting Updates

Four ICN broadcasts will be offered in May to update districts on new AYP reporting requirements and procedures for the 2006-07 school year: May 12 from 9:30-10:30 a.m. and 11a.m. -noon; and May 15 from 9:30-10:30 a.m. and 11 a.m. -noon.

- These are repeat sessions; districts only need to attend one.
- Because a large number of ICN sites will participate, the sessions will be broadcast rather than interactive, so there will not be an opportunity for Q&A.

Districts are invited to attend the sessions at their AEA office, or contact the DE by May 5 to request that a specific site be added. Requests should be sent to barbara.jay@iowa.gov, and should include the name of the ICN site, city, and node number, as well as the date and time of the broadcast.

2007 NAEP Sites to be Notified in May and June

Notification of schools selected for participation in the 2007 National Assessment of Educational Progress (NAEP) will take place in May and June 2006. This is earlier than previous years to allow schools to have their assessment date on their calendar prior to the beginning of the school year. NAEP will be administered in Iowa from January 22 through March 2, 2007. Subjects to be assessed include reading and mathematics in grade 4; reading, mathematics, and writing in grade 8; and writing in grade 12. Approximately 300 schools will be selected for participation.

Additional information is available at <http://www.state.ia.us/educate/ecese/nclb/assessments.html> or contact Dianne Chadwick at 515/281-3718 or dianne.chadwick@iowa.gov.

STUDENT HEALTH AND NUTRITION

Create a Healthy School Environment

A Healthy Kids workshop will be held this summer to help community partners, health leaders, FCS teachers, physical education teachers, food service directors, parents, school board members, and school staff identify resources and ideas that provide healthier options for our children, and to move forward with their local school wellness policies.

Working together, communities and schools can create a healthier nutrition and physical activity environment. A part of the workshop will provide community and school partners with breakout sessions to address the four areas of School Wellness Policy: 1) nutrition standards, 2) physical education/activity, 3) nutrition education, and 4) other foods sold on school campus. Teams also will be provided time to work on local

goals, school policy development, and Team Nutrition activities. School teams will also be eligible to apply for a Team Nutrition mini-grant for \$500.

The workshop will be on July 11, 2006, at the Scheman Center on Iowa State University campus in Ames. Registration is at 8 a.m. and the workshop is from 8:30 a.m. – 2:30 p.m.

There is no charge for this workshop, but **pre-registration is needed by May 11**. Visit <http://www.state.ia.us/educate/ecese/fn/> for more information and registration materials. Registration after May 11 will be on a space-available basis.

Credit will be available for certified ISFSA/SNA members, and nursing CEUs have been applied for by IBON #94 for .6 credits.

School Food Service Continuing Education — Register Now!

The Bureau of Nutrition Programs and School Transportation and Iowa State University Extension will offer one- to three-day workshops that concentrate on specific School Nutrition topics. These workshops are offered to persons who work at various levels of school food service.

These workshops should be considered continuing education opportunities for foodservice staff. These learning opportunities will help staff implement the new requirements involved with school food safety and wellness, and also learn more about other aspects of the school nutrition programs.

A complete listing of all workshops offered, dates, intended participants, costs, and locations are at <http://www.state.ia.us/educate/ecese/fn/training/index.html>. Look under Summer Short Courses. Visit <http://www.ucs.iastate.edu/mnet/schoolfoods/register.html> for online registration or downloadable registration forms.

Information and Planning Guide for Pandemic Flu

Descriptions of pandemic flu, how it could affect schools, and a planning guide/template were provided during informational ICN sessions hosted in late April by the Iowa Dept. of Public Health and the DE.

State Epidemiologist Patricia Quinlisk said school districts should work with their county health officials to develop a continuity of operations plan to use if a large percentage of their students or staff are absent due to pandemic influenza.

All resources discussed during the ICN are posted at <http://www.iowa.gov/educate/oofd/flu/index.html>, and a session webcast also will be posted later in May. For additional information, contact Charlotte Burt, 515/281-5327, charlotte.burt@iowa.gov.

CONGRATULATIONS

Bunting Receives NASDCTE Honor

Dave Bunting, executive director of Secondary Programs at Kirkwood Community College is the recipient of the 2006 Distinguished Service – Secondary Educator award from the National Association of State Directors of Career Technical Education Consortium. The award recognizes his work in developing models to strengthen partnerships between business and career technical education.

CALENDAR

Deadlines and [Dates to Remember](#)

The K-12 Critical Due Dates Calendar is at <http://www.iowa.gov/educate/calendars/critical.html>

May 7-13	Teacher Appreciation Week	
May 12	ICN information session on web-based AYP reporting	9:30-10:30 a.m. AND 11 a.m. - noon
May 15	ICN information session on web-based AYP reporting	9:30-10:30 a.m. AND 11 a.m. - noon
May 14-20	Iowa School Board Recognition Week	

SCHOOL LEADER UPDATE is produced monthly by the Iowa Department of Education for school leaders of Iowa. Comments and submissions should be sent to Kathi Slaughter, 515/281-5651, kathi.slaughter@iowa.gov.

Selection Criteria: Reservation: 521266

Reservation Number: 521266

Title:

Start Date:

Request Date:

Requester:

Phone:

E-Mail:

Account Code:

Description:

CSIP Update

05/24/2006

04/24/2006

MICHELE RIDOUT

(515)281-3038

michele.ridout@iowa.gov

40270011

Del Hoover - 515-281-3170

End Date:

Scheduler:

Phone:

Email:

Participants:

05/24/2006

Patty Wood

515/725-4664

patty.wood@iowa.gov

50

Fax

515/725-4661

Audience(s):

K-12

State Employees

Subject(s):

Meeting or Public Hearing

Session Date:		Wednesday, May 24, 2006	09:30 to 12:00	Session:	1411416	Committed	Multipoint
				Site Status		Approval Status	Account Code
	3	ELKADER-AEA		Committed		Approved	
	24	SIOUX CENTER-AEA		Committed		Approved	
	101	OTTUMWA-CC1		Committed		Approved	
*	135	DES MOINES-STATE LIBRARY1		Committed		Approved	
	187	JOHNSTON-AEA		Committed		Approved	
	197	SIOUX CITY-AEA		Committed		Approved	
	198	CEDAR RAPIDS-AEA		Committed		Approved	
	205	COUNCIL BLUFFS-AEA		Committed		Approved	
	266	BURLINGTON-AEA		Committed		Approved	
	273	FORT DODGE-HS		Committed		Approved	
	453	BETTENDORF-AEA		Committed		Approved	
	481	CEDAR FALLS-AEA (CART)		Committed		Approved	
	499	CRESTON-HS		Committed		Approved	

Total number of sessions: 1
Total number of hours: 2.50
There were 13 sites used a total of 13 times.

Conference Types:

1-Multipoint

Conference Statuses:

1-Committed